

21ST CENTURY COMMUNITY LEARNING
CENTERS PROGRAM

ANNUAL PERFORMANCE REPORT

U.S. DEPARTMENT OF EDUCATION



U.S. Department of Education
GRANT PERFORMANCE REPORT

OMB No. 1890-0004
Exp. Date: 02/28/03

COVER SHEET

1. Performance Reporting Period

2. PR/Award No. (Block 5 on
Grant Award Notification)

3. Project Title

4. Recipient Information

Name: _____

Address: _____

City: _____ State: _____

Zip+4: _____

5. Contact Information

Name: _____

Title: _____

Address: _____

Tel. #: _____ Fax #: _____

E-mail Address: _____

6. Cumulative Expenditures

Federal: \$ _____

Non-Federal: \$ _____

7. Annual Certification(s) of IRB approval

Not Applicable

8. Authorized Representative Information

To the best of my knowledge and belief, all data in this performance report are
true and correct.

Name (Typed or printed)

E-mail Address

Telephone Number

Fax Number

Signature

Date

Instructions

Section I: Grant-Level Data	I-1
Section II: Center-Level Data.....	II-1
Section III: Achievement Data.....	III-1
Appendix A: 21 st CCLC Program Performance Indicators.....	A-1
Appendix B: Surveys	B-1

This set of forms is your annual performance report for the 21st Century Community Learning Center grant. The two purposes of the Annual Performance Report (APR) are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. A copy of the 21st Century Community Learning Centers performance indicators, which were developed as required by the Government Performance and Results Act of 1993, is provided in Appendix A. *Annual submission of the Annual Performance Report (APR) is a requirement of your grant.*

Two types of data are collected in the APR: **descriptive data** and **achievement data**. The sections of the APR that include descriptive data (Sections I & II) will be due to the Department approximately two months before the anniversary date of the grant, usually in April. The section of the APR containing achievement data (Section III) must be submitted by all grantees in October. [**Only cohort 2 grantees** will turn all sections of the report in October.]

Administration of the teacher surveys is a required element of the APR (see Section 3.9). Teacher surveys must be administered toward the end of the school year. *Teacher selection:* For every student you have identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

The reporting period for your annual performance report coincides with the school year and includes the summer prior to the school year. For example, the performance report due in April 2002 covers the reporting period beginning in June 2001 and continues through most of the 2001-2002 school year. [The cohort 2 performance report due in October 2001 covers the reporting period from September 2000-August 2001.]

Please read through all the forms before you answer any of the questions. This will give you a better understanding of exactly what information is being requested from you. Feel free to add pages to any narrative section of the report as needed, but please do not change the formatting of any of the tables.

Please complete the ED Form 524-B (included) with each report submission. Please submit **2** hard copies of your APR and an electronic copy on a disk (if using the downloaded Word document from the Web). Your APR should be sent to:

U.S. Department of Education
21st Century Community Learning Centers Program
Attention: _____(your Program Officer)
400 Maryland Ave, SW
Washington, D.C. 20202-6175

List of Program Officers:

- Steve Balkcom, South Region - 5W259
- Carol Mitchell, Northeast Region, 5C130
- Amanda Clyburn, Arizona, Utah and Nevada, 5W256
- Julie Coplin, North Central Region, 5W242
- Yoon Durbin, Northwest Region, 5W252
- Peter Eldridge, East Region, 5W257
- Shawn Mussington, Southeast Region, 5W254
- Joy Pace Medley, Maryland and Washington, D.C., 5C137
- Jennifer Rinehart, Midwest Region, 5W238

For the California grantees, please submit:

- one copy to the Washington DC office and
- one copy to Traci Martens at:
U.S. Department of Education
Traci Martens, Program Officer
50 United Nations Plaza, Room 205
San Francisco, CA 94102

For a list of frequently asked questions and answers about the APR, please visit <http://www.ed.gov/21stcclc/aprfaq.html>

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0177** and will expire on **02/28/2003**. The time required to complete these forms is estimated to average 30.25 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Carol J. Mitchell, Office of Elementary and Secondary Education (OESE), U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Room 5C130, Washington, DC 20202.

Definitions

Activities: Events or undertakings at the Center that involve one or more program participants.

Adult Attendees: Any individual attending the program at any point during the reporting year who is 19 or older and is NOT in elementary, middle, or high school.

21st CCLC: 21st Century Community Learning Centers.

Center: The after-school program located at the host school. Many grantees have more than one center.

Community Collaborations: Any form of alliance or cooperation between the community and the after-school program.

Grantee: The establishment that was awarded the grant; all grantees have grant numbers in the form R287XXXXX or S287XXXXX. A grantee may have one or several centers.

Host School: The school where the after-school Center is located.

LEP Student: Limited English Proficiency student.

Regular Attendee: Refers to students that have attended the after-school program for at least 30 days (which do not have to be consecutive) during the reporting year.

Student Attendee: Any individual attending the program at any point during the reporting year who is also an elementary, middle, or high school student.

ANNUAL PERFORMANCE REPORT

SECTION I GRANT-LEVEL DATA

Program Objectives

1.1 Please list your original project objectives in the table below. You may extend this table onto the next page as needed.

Program Objectives (as listed in proposal) List your original program objectives as stated in your grant proposal.	Status of Objective Describe whether you have met the stated objective, progressed toward the objective, revised the objective, or dropped the objective entirely.	Changes / Comments Describe any changes made to your original objectives. If no changes have been made, comment on progress toward your objective.
<i>Example:</i> <i>Reduce rates of juvenile crime in the community</i>	<i>Example:</i> <i>Met objective</i>	<i>Example:</i> <i>Juvenile crime has dropped 25 percent since the start of the 21st Century program, according to data from the local police department.</i>

1.2: Project Goals, Focus, and Status

Please provide a general summary of the current status of your project, including the extent to which you have implemented all planned project activities and components. If a planned activity was not conducted as scheduled, explain why. Briefly describe key accomplishments and challenges. Include any information about your program's impact on students or the community. For example, you may want to focus on how your program has changed student and/or parent perspectives and how it has been a positive influence on the lives of community members. You may also wish to identify any problems that may have, in any way, hampered the success of your program. (Include additional pages as necessary.)

1.3: Lessons Learned and Planned Adjustments

What lessons have you learned about your project from the data collected for this report?

Describe the adjustments, if any, that you plan to make to your project, based on the information collected for this report.

Please list any other project changes you plan to make this year.

1.4: Budget

Complete the following budget table for your project's current grant year. For most projects, this is June through May.

Budget Category	Original Budget (from application)	Revised Budget (this year's funding plus any carryover from previous year)	Anticipated Expenditure (as of end of budget period)	Anticipated Carryover (as of end of budget period)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Construction				
8. Other				
Total Direct Costs (lines 1-8)				
Indirect Costs				
Training Stipends				
Total Costs				

In each row, revised budget = anticipated expenditure + anticipated carryover.

Please give a narrative explanation for anticipated carryover amount and your plans for expending it.

Community Collaboration

- 1.5 Use this table to describe **active** collaborations between your program and community organizations (for example, 4H, churches, YMCA, local businesses, universities, libraries, museums). Please indicate the name or type of organization, the numerical code for the organization, the primary contribution of the organization to the project, and the estimated value of the contribution. You may extend this table onto the next page as needed.

Organization (Name of all organizations with whom you collaborate.)	Please code the type of organization from the list below: (1) National Organizations (e.g., Boys & Girls Clubs, YMCA/ YWCA, Big Brothers/Big Sisters) (2) Community-Based Organizations (3) Libraries or Museums (4) Businesses (5) County or Municipal Agencies (e.g., police, Parks and Recreation, Health and Social Services) (6) Colleges or Universities (7) Faith-Based Organizations (8) Hospitals/Clinics/Health Providers	Primary Contribution (1) Set Goals and Objectives (2) Raise Funds (3) Provide Services/Goods (meals, nurse, advertising) (4) Provide Volunteer Staffing (5) Provide Paid Staffing (6) Provide In-Kind Donations (7) Share Techniques for Conducting Activities (8) Other (describe)	Estimated Monetary Value of Contribution

ANNUAL PERFORMANCE REPORT

SECTION II CENTER-LEVEL DATA

*(Each CENTER must complete
and submit this section)*

Characteristics of 21st CCLC Center

2.1 Which Center location are you reporting on? _____
(school name)

2.2 Were any of the following components running prior to receiving 21st CCLC funds for this Center?

☐ After-school

☐ Summer

☐ Other (specify): _____

2.3 Please report the start and end dates (Month/Day/Year) for each component serving 21st CCLC students during this reporting period. (See instructions on page 1 for your reporting period.)

After-school: _____

Summer: _____

Other: _____

2.4 How many (paid and unpaid) staff members work directly with participants in the after-school program? _____

2.5 About how many (paid and unpaid) staff in each category work with students on academic activities? Enter ***EITHER*** numbers ***OR*** percentages of staff.

Type of Staff Member	Number of Staff	% of Staff
School-day teachers (whether in host school or other school; include former and substitute teachers)		
College students		
High school students		
Parents		
Youth development workers		
Other community members (e.g., business mentors, senior citizens)		
Other (specify):_____		

Characteristics of Host Schools

*The **host school** is the school at which your 21st CCLC program Center operates.*

- 2.6 What grade levels does the **host school** serve? *Please report the grade levels served by the host school during the regular school day.*

- 2.7 Enter the total number of days that the **host school** was open during the 2000-2001 school year (for example, 180). Do not include summer school.

Center Participation

- 2.8 How many individuals were served at this Center, by age and by time of year? This does not include adults who work/volunteer at the Center.

Enter the number of adults (19 and older) and K – 12 students who attended the Center for each time period indicated. If your Center keeps an attendance list for each activity and people can attend more than one activity, please count them only one time.

Row 1: Indicate the number of participants who attended during the academic year.

Row 2: Indicate the number of participants who attended during the summer.

*Row 3 Indicate the number of participants who attended during **both** the academic year and the summer.*

*Row 4: Add the first two rows together, then **subtract** the third row. This should result in the total number (unduplicated) of people the Center served in the past year.*

Example

What is the total number of...	Number of adult attendees (19 or older)	Number of student attendees
1. Individuals served during the past academic year	100	350
2. Individuals served during the past summer	40	150
3. Individuals served during both the past academic year AND summer	20	100
4. Individuals served in the grant year	120	400

Use the table below for your report.

What is the total number of...	No. of adult attendees (19 or older)	No. of student attendees
1. Individuals served during the past academic year		
2. Individuals served during the past summer		
3. Individuals served during both the past academic year AND summer		
4. Individuals served in the grant year*		

*Note: As a check on the accuracy of your figures in each column, if you add the first two rows together and then subtract the third row, you should get the total number (unduplicated) of people served in the grant year (row 4). The numbers in the above table are strictly for illustration.

2.9 Enter the total number of days that the Center operated during the 2000-2001 school year.

2.10 Does the Center offer services during school hours when school is not in session? For example, this includes holidays, inclement weather days, and in-service days. This does not include weekend or summer programs.

☐ Yes

☐ No

School Year: Hours of Operation

2.11 In a typical week, what hours is the Center open?

This table is similar to a checklist. Please place a "1" in the boxes corresponding to the hours that your Center is open each day of the week during the school year. Remember to total the hours for each row and each column (corresponding to the days of the week).

***Please place a "1" in boxes when the Center is OPEN for that entire hour.
Use "0.5" to indicate a 30-minute period and ".25" for a 15-minute period.***

	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL
6 TO 7 A.M.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 TO 10 A.M.								
10 TO 11 A.M.								
11 A.M. TO 12 P.M.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 TO 4 P.M.								
4 TO 5 P.M.								
5 TO 6 P.M.								
6 TO 7 P.M.								
7 TO 8 P.M.								
8 TO 9 P.M.								
LATER THAN 9 P.M.								
<i>TOTAL</i>								

2.12 Did the Center offer services during the summer of 2000?

☐ Yes

☐ No → IF NO, PLEASE GO TO 2.15 (STUDENT CHARACTERISTICS)

2.13 Enter the total number of days that the Center operated during the summer of 2000.

Summer: Hours of Operation

2.14 Please fill in the number of hours the Center was open in a typical week during the summer.
(Exclude hours the Center was open only during the school year.)

*Please place a "1" in boxes when the Center is OPEN for that entire hour during the summer.
Use "0.5" to indicate a 30-minute period and ".25" for 15-minutes.*

	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL
6 TO 7 A.M.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 TO 10 A.M.								
10 TO 11 A.M.								
11 A.M. TO 12 P.M.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 TO 4 P.M.								
4 TO 5 P.M.								
5 TO 6 P.M.								
6 TO 7 P.M.								
7 TO 8 P.M.								
8 TO 9 P.M.								
LATER THAN 9 P.M.								
<i>TOTAL</i>								

Student Characteristics

2.15 What are the characteristics of students who were served by your program in the current academic year?

Record the number of students in each of the listed categories for the host school for your Center and for those students who attended your program during the academic year and any summer sessions. You may record a duplicated count in this table (for example, the same students are counted in more than one category). For example, a Special Education student may also be eligible for free or reduced price lunch.

The host school is where your 21st CCLC Center is located. Use the school's classification to identify LEP (Limited English Proficient) and Special Education students.

What is the total number of ...	Students in host school	Student attendees in Center
All students (total)		
White		
Black or African American		
Asian		
Native Hawaiian or Other Pacific Islander		
American Indian or Alaska Native		
Hispanic or Latino		
Students who are considered Special Education		
Students who are considered LEP (Limited English Proficient)		
Students who are eligible for free or reduced price lunch		
Students who are new to the school		

Regular Attendees

2.16 **Complete this table.** Record (a) the total number of student attendees who attended the program fewer than 30 days during the program year (including summer) and (b) the number who attended 30 or more days during the program year (including summer). Any student who attended 30 days or more during the program year (including summer) is a “regular attendee.”

What is the number of student attendees who ...	Number of student attendees
a) Attended fewer than 30 days in current program year	
b) Attended 30 days or more in the current program year	
TOTAL	

Activities

2.17 Please complete the tables on the following pages using the options below. The information in these tables is intended to describe the activities and services provided by your Center. For the activities or services offered, you will be asked for the following information: Number of Activities over the course of the past school year and past summer, Times Activity Offered, Staffing Level, Staffing Type, Grade Levels Served, Average Daily Attendance, Hours per Week, and Days per Week.

Complete table 2.18a for activities that take place during the regular school year. Complete table 2.18b for activities that take place during the summer.

Categories for Activities (or Services) – For each activity (or service) you provide, select one of the following categories that describe the primary focus of the activity (or service): (1) Reading or Literacy, (2) Mathematics, (3) Science, (4) Art, Music, Dance, Theater, (5) Sports or Competitive Games, (6) Technology, Video or Media, (7) Community Service, (8) Cultural Activities, Social Studies, (9) Health, Nutrition, (10) Youth Development (for example, mediation, communications), and (11) Services for Adults.

Number of Activities – Report the total number of activities offered within the predefined categories.

Time Activity Offered – For table 2.18a, for each activity or service you provide, select any/all of the following options that apply: After-school (A), Before School (B), Weekend (W), and/or Other (O). For table 2.18b, only include activities that were offered during the summer.

Staffing Level – For each category of service, select any/all of the following options that apply describing the average teacher/supervisor to attendee ratio in the typical activity in that category: One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:20 or more (L).

Staffing Type – For each category of service, select any/all of the following options that apply describing the composition of the staff conducting the activity: Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O). A paraprofessional is a person who has received some training in teaching or counseling and assists other staff in an activity. College students include both undergraduate and graduate students. “Other students” include student volunteers and student aides.

Grade Levels Served – For each category of service, select any or all of the following options that apply, describing what age attendees may participate in the typical activity in that category: PreK, K-5, 6-8, 9-12, Adult (A), or Other (O). You may select “Other” if the grade distributions in your district do not match those provided.

Average Daily Attendance – Calculate the average daily attendance for each category of service. To find the average daily attendance, add up the numbers of students who attend each activity and then divide by the number of activities to find the average attendance for all activities in the category.

Hours per Week – Indicate the average number of hours per week that the typical activity in each category is offered.

Days per Week – Indicate the average number of days per week that the typical activity in each category is offered.

2.18a Please describe the services and activities funded during the ***school year*** by your 21st CCLC grant.

Activity or Service	Description of Activity or Service					Participation in Activity or Service		
	Number of Activities	Times Activities Offered	Staffing Level	Staffing Type	Grade Levels Served	Average Daily Attendance	How Many Hours per Week Offered?	How Many Days per Week Offered?
If you do not offer any activities in a category, enter “0” for Number of Activities and go to the next category.	<i>How many activities are offered in this category?</i>	<i>After-school (A), Before School (B), Weekend (W), and/or Other (O).</i>	<i>One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:20 or more (L).</i>	<i>Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O).</i>	<i>PreK, K-5, 6-8, 9-12, Adult (A), or Other (O).</i>			
(1) Reading/Literacy								
(2) Mathematics								
(3) Science								
(4) Art, Music, Dance, Theater								
(5) Sports/Competitive Games								
(6) Technology, Video, Media								
(7) Community Service								
(8) Cultural Activities/Social Studies								
(9) Health/Nutrition								
(10) Youth Development (e.g., mediation, communications)								
(11) Services for Adults								
(12) Homework Help/Tutoring								

2.18b Please describe the services and activities funded during the **summer** by your 21st CCLC grant.

Activity or Service	Description of Activity or Service					Participation in Activity or Service		
	Number of Activities	Times Activities Offered	Staffing Level	Staffing Type	Grade Levels Served	Average Daily Attendance	How Many Hours per Week Offered?	How Many Days per Week Offered?
If you do not offer any activities in a category, enter “0” for Number of Activities and go to the next category.	<i>How many activities are offered in this category?</i>	<i>Summer (S)</i>	<i>One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:20 or more (L).</i>	<i>Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O).</i>	<i>PreK, K-5, 6-8, 9-12, Adult (A), or Other (O).</i>			
(1) Reading/Literacy		S						
(2) Mathematics		S						
(3) Science		S						
(4) Art, Music, Dance, Theater		S						
(5) Sports/Competitive Games		S						
(6) Technology, Video, Media		S						
(7) Community Service		S						
(8) Cultural Activities/Social Studies		S						
(9) Health/Nutrition		S						
(10) Youth Development (e.g., mediation, communications)		S						
(11) Services for Adults		S						
(12) Homework Help/Tutoring		S						

Linkages to School Day

2.19 This table describes possible linkages between your Center's program and the host school. Indicate (by checking the appropriate boxes) which individuals from the regular school faculty/staff contribute to the program in the ways indicated in the first column.

*For example, the school's principal and teachers may significantly help you set goals and objectives for the after-school program (if so, both of these boxes would be checked). Alternatively, they may not be substantially involved in any of the ways suggested (if so, their box in the last row **and no other row** would be checked).*

Please check all boxes that apply.

Roles/Contribution to after-school program	Principal	School-day Teachers	Guidance Counselors	Office Staff	Custodian
Set goals and objectives					
Recruit/refer students					
Communicate school-day curricula to Center staff					
Provide feedback on students					
Share instructional practices					
Work in after-school program					
Promote access to facilities, provide resources or assistance					
Not substantively involved					

ANNUAL PERFORMANCE REPORT

SECTION III ACHIEVEMENT DATA

- *Complete one set of forms for each Center in October.*
- *Report data only for regular attendees.*
- *Complete the cover page and submit it with the achievement data from all of your Centers in one report.*
- *Mail 2 copies to:*

U.S. Department of Education
21st Century Community Learning Centers Program
Attention: _____ (*your program officer and room number*)
400 Maryland Ave., SW
Washington, D.C. 20202-6175

List of Program Officers:

- Steve Balkcom, South Region - 5W259
- Carol Mitchell, Northeast Region, 5C130
- Amanda Clyburn, Arizona, Utah and Nevada, 5W256
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- Peter Eldridge, East Region, 5W257
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- Joy Pace Medley, Maryland and Washington, D.C., 5C137
- Jennifer Rinehart, Midwest Region, 5W238

For the California grantees, please submit:

- one copy to the Washington DC office and
- one copy to Traci Martens at:
U.S. Department of Education
Traci Martens, Program Officer
50 United Nations Plaza, Room 205
San Francisco, CA 94102



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OMB No. 1890-0004
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2. Performance Reporting Period

3. PR/Award No. (Block 5 on
Grant Award Notification)

4. Project Title

4. Recipient Information

Name: _____

Address: _____

City: _____ State: _____

Zip+4: _____

6. Contact Information

Name: _____

Title: _____

Address: _____

Tel. #: _____ Fax #: _____

E-mail Address: _____

7. Cumulative Expenditures

Federal: \$ _____

Non-Federal: \$ _____

8. Annual Certification(s) of IRB approval

Not Applicable

9. Authorized Representative Information

To the best of my knowledge and belief, all data in this performance report are
true and correct.

Name (Typed or printed)

E-mail Address

Telephone Number

Fax Number

Signature

Date

3.1 Academic achievement: Program success stories and problems

This space is provided so that you may describe academic success stories or problems from your 21st Century Community Learning Centers (CCLC) program. Attach an extra sheet of paper if necessary.

3.2 Grade level

Which of the following grade levels does your Center serve? Mark all that apply.

☐ Elementary School (K – 5 grades)

☐ Middle School (6 – 8 grades)

☐ High School (9 – 12 grades)

3.3 Name of host school

It is important that you provide this name so that the information in your Achievement Data section can be linked to the information in Section II (see 2.1) of your Annual Performance Report (APR).

Which Center location are you reporting on? _____
(school name)

3.4 Regular attendees

Regular attendees are students who have attended the after-school program for **at least 30 days** (which do not have to be consecutive) during the reporting year.

Note: The number of students reported should be equal to the number of students reported in 2.16b in the APR (submitted in April by cohorts 1, 3 4, and 5). Both numbers should refer to the same students.

How many regular attendees are at **this Center**? _____

3.5 Sampling

If your Center has **200 or fewer** regular attendees, report information for **all** of these students. If your Center has **more than 200** regular attendees, we strongly recommend that you **randomly select 200** students to include in your APR. One method of random sampling is to select every n^{th} student from an alphabetical list of regular attendees until you have a sample of 200 students. For example, if you have 600 regular attendees, select every 3rd student (600 divided by 200 = 3).

Did you sample students for reporting purposes?

☐ Yes

☐ No

3.6 Grades

In the table below, record the number of **regular attendees** (see 3.4) whose grades have remained the same, improved by half a grade or more, or dropped by half a grade or more between fall 2000 and spring 2001.

If you are using a 100-point scale, a half-grade change is a decrease or increase of 5 points. If you are using an A-F scale, a half-grade change is any decrease or increase in the letter grade; for example, A to A- is a decrease and C+ to B- is an increase. If you are using an E-S-U (Excellent-Satisfactory-Unsatisfactory) scale, a half-grade change is a decrease or increase from one letter grade to another; for example, S to E is an increase, S to U is a decrease.

- If some regular attendees were not in school at the beginning or end of the school year and thus do not have grades for comparison, fill in the table below, AND check this box: → ☐

- If some regular attendees do not have both an English and a math grade, then report the one that they do have, AND check this box: → ☐

Math Grades	Number of regular attendees
Between the end of fall 2000 and the end of spring 2001, how many regular attendees...	
Increased their math grade by half a grade or more	(a)
Decreased their math grade by half a grade or more	(b)
Neither increased nor decreased their math grade	(c)
Total (Math)	(d)
Reading/English/Language Arts Grades	Number of regular attendees
Between the end of fall 2000 and the end of spring 2001, how many regular attendees...	
Increased their reading/English/language arts grade by half a grade or more	(e)
Decreased their reading/English/language arts grade by half a grade or more	(f)
Neither increased nor decreased their reading/English/language arts grade	(g)
Total (Reading/English/Language Arts)	(h)

As a check:

- Both (d) and (h) should be equal to the total number of regular attendees, unless you checked one or more of the boxes above the table.

3.7 Achievement tests

If no state or district test is in place, we do not expect you to administer your own test, and we do NOT expect you to fill out the achievement test tables. We understand that some districts give different standardized tests in different years.

3.7a Did your state or district administer the **same standardized test** in 1999-2000 and 2000-2001?

☐ Yes. Go to 3.7b.

☐ No. Go to 3.9 (Teacher surveys).

3.7b Did the **same students** take that test in 1999-2000 and in 2000-2001? For example, if Jane Doe took the SAT-9 in 1999-2000, she also took the SAT-9 in 2000-2001.

☐ Yes. Go to 3.7c.

☐ No. Go to 3.9 (Teacher surveys).

3.7c In the table below, please record information only for academic achievement test(s) that were administered to the same students in both time periods 1999-2000 and 2000-2001. For each of the tests, include the name of the achievement test, the grade in which it is administered, the month(s) in which it is administered, and the frequency with which it is administered.

Achievement test name (e.g., SAT-9)	Grade (e.g., 3 rd)	When administered (e.g., June)	Frequency (e.g., every year)
Math			
Reading			

3.8 Achievement test results

When reporting achievement test results for regular attendees, include only students for whom you have results for both time periods 1999-2000 and 2000-2001. For example, if you have last year's and this year's standardized test results for 125 of 200 students, then report test results for the 125 students only.

If your test results are in the form "below," "at," or "above" grade level, fill in table 3.8a.



If your results are in percentile form, fill in table 3.8b.

If your results are in both forms, fill in table 3.8b only.

3.8a Achievement test results

Complete this page if your results are in the form “below,” “at,” or “above” grade level.

In the table below, record the number of **regular attendees** who scored within the given grade levels.

- If some regular attendees did not take the test in 1999-2000 or in 2000-2001 and thus do not have scores for comparison, fill in the table below for those who took the test in both years and check this box 
- If some regular attendees do not have both a math and a reading score, then report the one that they do have and check this box 

	COLUMN A	COLUMN B
In math, what is the number of regular attendees who scored...	Number of regular attendees in the 1999-2000 school year	Number of regular attendees in the 2000-2001 school year
Below Grade Level (did NOT meet the school district’s or state’s minimum math standard, i.e., was at “basic” level)		
At Grade Level (DID meet the school district’s or state’s minimum math standard, i.e., was at “proficient” level)		
Above Grade Level (met the school district’s or state’s highest math standard, i.e., was at “advanced” level)		
Total (Math)	(a)	(b)
In reading, what is the number of regular attendees who scored...	Number of regular attendees in the 1999-2000 school year	Number of regular attendees in the 2000-2001 school year
Below Grade Level (did NOT meet the school district’s or state’s minimum reading standard, i.e., was at “basic” level)		
At Grade Level (DID met the school district’s or state’s minimum reading standard, i.e., was at “proficient” level)		
Above Grade Level (met the school district’s or state’s highest reading standard, i.e., was at “advanced” level)		
Total (Reading)	(c)	(d)

As a check:

- (a) should always equal (b), and (c) should always equal (d).
- (a), (b), (c), and (d) should be equal to the total number of regular attendees, unless you checked the first box above the table.
- (a) and (b) should be equal to (c) and (d), unless you checked the second box above the table.

3.8b Achievement test results

Complete this page if your results are in percentile form.

In the table below, record the number of regular attendees who scored within the given percentile ranges for the 1999-2000 test and the 2000-2001 test.

- If some regular attendees did not take the test in 1999-2000 or in 2000-2001 and thus do not have scores for comparison, fill in the table below for those who took the test in both years and check this box \longrightarrow ☐
- If some regular attendees do not have both a math and a reading score, then report the one that they do have and check this box \longrightarrow ☐

In math, what is the number of regular attendees who scored in the...	Number of regular attendees in the 1999-2000 school year	Number of regular attendees in the 2000-2001 school year
0 – 25 th percentile		
26 th – 50 th percentile		
51 st – 75 th percentile		
76 th – 99 th percentile		
Total (Math)	(a)	(b)
In reading, what is the number of regular attendees who scored in the...	Number of regular attendees in the 1999-2000 school year	Number of regular attendees in the 2000-2001 school year
0 – 25 th percentile		
26 th – 50 th percentile		
51 st – 75 th percentile		
76 th – 99 th percentile		
Total (Reading)	(c)	(d)

As a check:

- (a) should always equal (b) and (c) should always equal (d).
- (a), (b), (c), and (d) should be equal to the total number of regular attendees, unless you checked the first box above the table.
- (a) and (b) should be equal to (c) and (d), unless you checked the second box above the table.

3.9 Teacher survey results

In the table below, record the results from the teacher survey. This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. *Teacher selection:* For every student you have identified as a **regular attendee (30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

Total number of surveys completed: _____ Total number of surveys given out: _____

Behaviors on which teachers reported	Number of regular attendees	
	Yes	No
Improved in turning in his/her homework on time		
Improved in completing homework to your satisfaction		
Improved in participating in class		
Improved in volunteering (e.g., for extra credit or more responsibilities)		
Improved in attending class regularly		
Improved in being attentive in class		
Improved in behaving well in class		
Had classroom academic performance that was satisfactory or better		
Improved in coming to school ready/prepared to learn		
Improved in getting along well with other students		

Appendix A: 21st CCLC Program Indicators

- 1.1 Achievement Outcomes.** Students regularly participating in the program show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
- 1.2 Behavior Outcomes.** Students participating in the program show improvements on measures such as school attendance and decreased disciplinary actions or other adverse behaviors.
- 2.1 Core educational services.** More than 85 percent of Centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.
- 2.2 Enrichment and support activities.** More than 85 percent of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- 2.3 Community involvement.** Centers will establish and maintain partnerships within the community to increase levels of community collaboration.
- 2.4 Services to parents and other adult community members.** More than 85 percent of Centers will offer services to parents, senior citizens, and other adult community members.
- 2.5 Extended hours.** More than 75 percent of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.
- 3.1 High-need communities.** More than 80 percent of Centers are located in high-poverty communities.

Appendix B: Surveys

Teacher surveys

Determining which teachers to survey: For every participant you have identified as a **regular attendee (30 days or more)**, select one regular school-day teacher to complete the teacher survey at the end of the year or program activity. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a math **or** English teacher. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be a teacher survey filled out for every student identified as a regular attendee.

Teacher Survey

21st Century Community Learning Centers

Give this survey to each regular attendee's teacher at the end of the year or program activity.

Name of student: _____

Grade/School: _____

Subject taught if middle or high school: _____

<i>Over the past _____, has this student ...</i>	Yes	No
Improved in turning in her/his homework on time.	<input type="radio"/>	<input type="radio"/>
Improved in completing homework to your satisfaction.	<input type="radio"/>	<input type="radio"/>
Improved in participating in class.	<input type="radio"/>	<input type="radio"/>
Improved in volunteering (e.g., for extra credit or more responsibilities).	<input type="radio"/>	<input type="radio"/>
Improved in attending class regularly.	<input type="radio"/>	<input type="radio"/>
Improved in being attentive in class.	<input type="radio"/>	<input type="radio"/>
Improved in behaving well in class.	<input type="radio"/>	<input type="radio"/>
Had classroom academic performance that was satisfactory or better.	<input type="radio"/>	<input type="radio"/>
Improved in coming to school ready/prepared to learn	<input type="radio"/>	<input type="radio"/>
Improved in getting along well with other students.	<input type="radio"/>	<input type="radio"/>

Student surveys (optional)

Although reporting the student survey results is not a required element in the Annual Performance Report, you may find them useful as a program improvement tool. Feel free to include the results of these surveys or other surveys that your program administers in the narrative sections of your APR.

When to give student surveys:

Administer Part I to students in **4th grade and above** before or immediately after they join the program to provide a “before” measure. Administer Part I again at the end of the year or program activity to provide an “after” measure. Comparing “before” and “after” measures from Part I provides changes in school engagement coincident with program participation.

Administer Part II to students in **4th grade and above** at the end of the year or program activity. Part II provides customer satisfaction information.

Student Survey Part I

21st Century Community Learning Centers

Give Part I to students 4th grade and above before or immediately after they join the program. Give Parts I and II to students at the end of the year or program activity.

Name: _____

Grade/School: _____

	Yes	No
Do you look forward to going to school?	<input type="radio"/>	<input type="radio"/>
Do you study hard for tests?	<input type="radio"/>	<input type="radio"/>
Do you feel safer after school?	<input type="radio"/>	<input type="radio"/>
Do your parents talk to you about school or homework?	<input type="radio"/>	<input type="radio"/>

Student Survey Part II

21st Century Community Learning Centers

Give Part II to students 4th grade and above at the end of the year or program activity.

Name: _____

Name of activity: _____

I attend this activity about _____ days each week.

Thanks for participating in _____! We'd like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed _____ and so we know what you thought about the quality of _____.

Enjoyable?	Yes	No
I like it.	<input type="radio"/>	<input type="radio"/>
I look forward to attending the program.	<input type="radio"/>	<input type="radio"/>

High quality?	Yes	No
I feel comfortable talking to the 21 st CCLC staff.	<input type="radio"/>	<input type="radio"/>
I think there is someone available in the program to help when I need it.	<input type="radio"/>	<input type="radio"/>
I think that I'm doing better in school since I started coming here.	<input type="radio"/>	<input type="radio"/>